

TARGET GOALS

- Establish Routines
- Beginning of Year Assessment: What are our students strengths and weaknesses?
- Introduce Online Computer Programs: Reflex and I Ready
- How can you draw and identify lines and angles, and how can you classify shapes?

Fourth Grade Go Math Planning Calendar

September 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7 First Day	8	9
				Rules and Routines	Rules and Routines	
10	11	12	13 Parent Teacher Conferences	14	15	16
	Beginning of the Year Test	Beginning of the Year Test	Chapter 10: Two-Dimensional Figures			
17	18	19	20	21 School Closed	22 School Closed	23
	Chapter 10: Two-Dimensional Figures			Rosh Hashanah	Rosh Hashanah	
24	25	26	27	28	29 BOY DUE!	30
	Chapter 10: Two-Dimensional Figures					

Due Dates**Notes and Accommodations**

Go Math Beginning of Year Completed and Scanned by September 29, 2017

- **Chapter 10 has 7 lessons. Allow for 3 days of assessment** (review, assess and post assessment review). **11 School days** are allotted to complete the chapter on Two-Dimensional Figures.

Possible Accommodations:

Merge lessons: 10.1 & 10.3, 10.5 & 10.6

Common Core Learning Standards**UNIT 10**

4.G.1 Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

4.G.2 Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

4.G.3 Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry

4.OA.5 Generate and analyze patterns.

Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

TARGET GOALS

- Utilize Online Computer Programs: Reflex and I Ready
- How can you use place value to compare, add, subtract, and estimate with whole numbers?
- What strategies can you use to multiply by 1-digit numbers?

Fourth Grade Go Math Planning Calendar

October 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6 Chapter 10 Due!	7
	Chapter 1: Place Value, Addition, and Subtraction to One Million					
8	9 School Closed	10	11	12	13	14
	Columbus Day	Chapter 1: Place Value, Addition, and Subtraction to One Million				
15	16	17	18	19	20	21
	Chapter 1: Place Value, Addition, and Subtraction to One Million			Chapter 2: Multiply by 1-Digit Numbers		
22	23	24	25 Chapter 1 Due!	26	27	28
	Chapter 2: Multiply by 1-Digit Numbers					
29	30	31 IReady Due!				
	Chapter 2: Multiply by 1-Digit Numbers					

Due Dates	Notes and Accommodations
Go Math Chapter 10 Completed and Scanned by OCTOBER 6, 2017	<ul style="list-style-type: none"> • Chapter 1 has 8 lessons. Allow for 3 days of assessment (review, assess and post assessment review). 12 School days are allotted to complete the chapter on Place Value, Addition, and Subtraction to One Million
Go Math Chapter 1 Completed and Scanned by OCTOBER 25, 2017	<ul style="list-style-type: none"> • Chapter 1 has 8 lessons. Allow for 3 days of assessment (review, assess and post assessment review). 12 School days are allotted to complete the chapter on Place Value, Addition, and Subtraction to One Million
Beginning of the Year I Ready Diagnostic Test Completed by October 31, 2017	<ul style="list-style-type: none"> • Chapter 2 has 12 lessons. Allow for 3 days of assessment (review, assess and post assessment review). 16 School days are allotted to complete the chapter on how to Multiply by 1-Digit Numbers
	Possible Accommodations: Merge lessons: 1.1&1.2, 1.6&1.7 Extend lessons: 1.1, 1.5, 1.7, 1.8 Merge lessons: 2.1&2.2, 2.10&2.11 Extend lessons: 2.2, 2.5, 2.9, 2.12

Common Core Learning Standards

UNIT 1

4.NBT.1 Generalize place value understanding for multi-digit whole numbers. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.

4.NBT.2 Generalize place value understanding for multi-digit whole numbers. Read and write multi-digit whole numbers using base ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $<$, $=$ symbols to record the results of comparisons.

4.NBT.3 Generalize place value understanding for multi-digit whole numbers. Use place value understandings to round multi-digit whole numbers to any place.

4.NBT.4 Use place value understanding and properties of operations to perform multi-digit arithmetic. Fluently add and subtract multi-digit whole numbers using the standard algorithm.

Common Core Learning Standards

UNIT 2

4.OA.1 Use the four operations with whole numbers to solve problems. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

4.OA.2 Use the four operations with whole numbers to solve problems. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

4.NBT.5 Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.OA.3 Use the four operations with whole numbers to solve problems. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

TARGET GOALS

- Foster student independence with Online Computer Programs: Reflex and I Ready
- What strategies can you use to multiply by 1-digit numbers?
- What strategies can you use to multiply 2-digit numbers?

Fourth Grade Go Math Planning Calendar

November 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
			Chapter 2: Multiply by 1-Digit Numbers			
5	6	7 NO STUDENTS	8	9	10	11
	Chapter 2: Multiply by 1-Digit Numbers	Election Day Conference Day	Chapter 2: Multiply by 1-Digit Numbers			
12	13	14	15	16 Parent Teacher Conferences: Half Day	17 Chapter 2 Due!	18
	Chapter 3: Multiply 2-Digit Numbers					
19	20	21	22	23 School Closed	24 School Closed	25
	Chapter 3: Multiply 2-Digit Numbers			Thanksgiving Recess	Thanksgiving Recess	
26	27	28	29	30		
	Chapter 3: Multiply 2-Digit Numbers			Chapter 13 Algebra: Perimeter and Area		

Due Dates

Go Math Chapter 2 Completed and Scanned by
November 17, 2017

Notes and Accommodations

- **Chapter 2 has 12 lessons.** Allow for **3 days of assessment** (review, assess and post assessment review). **16 School days** are allotted to complete the chapter on how to Multiply by 1-Digit Numbers
Possible Accommodations:
Merge lessons: 2.1&2.2, 2.10&2.11 Extend lessons: 2.2, 2.5, 2.9, 2.12
- **Chapter 3 has 7 lessons.** Allow for **3 days of assessment** (review, assess and post assessment review). **16 School days** are allotted to complete the chapter on how to Multiply by 2-Digit Numbers
Possible Accommodations:
Extend lessons: 3.3&3.5, 3.6&3.7

Common Core Learning Standards**UNIT 2**

4.OA.1 Use the four operations with whole numbers to solve problems.
Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

4.OA.2 Use the four operations with whole numbers to solve problems.
Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

4.NBT.5 Use place value understanding and properties of operations to perform multi-digit arithmetic.
Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.OA.3 Use the four operations with whole numbers to solve problems.
Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Common Core Learning Standards**UNIT 3**

4.NBT.5 Use place value understanding and properties of operations to perform multi-digit arithmetic.
Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

TARGET GOALS

- Monitor student independence with Online Computer Programs: Reflex and I Ready
- How can you use formulas for perimeter and area to solve problems?
- How can you divide by 1-digit numbers?

Fourth Grade Go Math Planning Calendar

December 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
					Chapter 13 Algebra: Perimeter and Area	
3	4	5	6 Chapter 3 Due!	7	8	9
	Chapter 13: Algebra: Perimeter and Area					
10	11	12	13	14	15	16
	Chapter 13: Algebra: Perimeter and Area		Chapter 4: Divide by 1-Digit Numbers			
17	18	19 Chapter 13 Due!	20	21	22	23
	Chapter 4: Divide by 1-Digit Numbers					
24	25 NO SCHOOL	26 NO SCHOOL	27 NO SCHOOL	28 NO SCHOOL	29 NO SCHOOL	30
	Winter Recess	Winter Recess	Winter Recess	Winter Recess	Winter Recess	
31						

Due Dates

Go Math Chapter 3 Completed and Scanned by December 6, 2017
Go Math Chapter 13 Completed and Scanned by December 19, 2017

Notes and Accommodations

- **Chapter 3** has 5 lessons. Allow for 3 days of assessment (review, assess and post assessment review). 1 School days are allotted to complete the chapter on Area and Perimeter.
Possible Accommodations:
Merge lessons: 13.2&13.3
- **Chapter 4** has 12 lessons. Allow for 3 days of assessment (review, assess and post assessment review). 19 School days are allotted to complete the chapter on Area and Perimeter.

Common Core Learning Standards

4.MD.3 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.

UNIT 13**Common Core Learning Standards**

4.OA.3 Use the four operations with whole numbers to solve problems.

Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

4.NBT.6 Use place value understanding and properties of operations to perform multi-digit arithmetic.

Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

UNIT 4

TARGET GOALS

- Monitor student independence with Online Computer Programs: Reflex and I Ready
- How can you divide by 1-digit numbers?
- How can you find factors and multiples, and how can you generate and describe number patterns?

Fourth Grade Go Math Planning Calendar

January 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	I NO SCHOOL	2	3	4	5	6
	Winter Recess	Chapter 4: Divide by 1-Digit Numbers				
7	8	9	10	11	12	13
	Chapter 4: Divide by 1-Digit Numbers				Chapter 5: Factors, Multiples, and Patterns	
14	15 NO SCHOOL	16	17	18 Chapter 4 Due!	19	20
	MLK Jr. Day	Chapter 5: Factors, Multiples, and Patterns				
21	22	23	24	25	26	27
	Chapter 5: Factors, Multiples, and Patterns					
28	29	30	31 MOY IReady Due!			
	Middle of the Year Go Math Assessment	Middle of the Year Go Math Assessment	Chapter 6: Fraction Equivalence and Comparison			

Due Dates

Go Math Chapter 4 Completed and Scanned by January 18, 2018
Middle of the Year I Ready Diagnostic Test Completed by January 31, 2018

Notes and Accommodations

- **Chapter 4** has 12 lessons. Allow for 3 days of assessment (review, assess and post assessment review). 19 School days are allotted to complete the chapter on Area and Perimeter.
- **Chapter 5** has 6 lessons. Allow for 3 days of assessment (review, assess and post assessment review). 12 School days are allotted to complete the chapter on Factors, Multiples and Patterns.

Common Core Learning Standards**UNIT 4**

4.OA.3 Use the four operations with whole numbers to solve problems.

Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

4.NBT.6 Use place value understanding and properties of operations to perform multi-digit arithmetic.

Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Common Core Learning Standards**UNIT 5**

4.OA.4: Gain familiarity with factors and multiples.

Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

4.OA.5: Generate and analyze patterns.

Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

TARGET GOALS

- Monitor student progress with Online Computer Programs: Reflex and I Ready
- What strategies can you use to compare fractions and write equivalent fractions?
- How do you add or subtract fractions that have the same denominator?
- Middle of the Year Assessment. How are students progressing toward mastery of Fourth Grade Standards?

Fourth Grade Go Math Planning Calendar

February 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2 Chapter 5 Due!	3
				Chapter 6: Fraction Equivalence and Comparison		
4	5	6 MOY Due!	7	8	9	10
	Chapter 6: Fraction Equivalence and Comparison					
11	12	13	14	15	16 NO SCHOOL	17
	100 th Day of School	Chapter 6: Fraction Equivalence and Comparison			Mid Winter Recess	
18	19 NO SCHOOL	20 NO SCHOOL	21 NO SCHOOL	22 NO SCHOOL	23 NO SCHOOL	24
	Mid Winter Recess	Mid Winter Recess	Mid Winter Recess	Mid Winter Recess	Mid Winter Recess	
25	26 Chapter 6 Due!	27	28			
	Chapter 7: Add and Subtract Fractions					

Due Dates

Notes and Accommodations

Middle of the Year Completed and Scanned by February 6, 2018
Go Math Chapter 6 Completed and Scanned by February 26, 2018

Chapter 6 has 8 lessons. Allow for 3 days of assessment (review, assess and post assessment review). **11 School days** are allotted to complete the chapter on Fraction Equivalence and Comparison
Possible Accommodations:
 Extend lessons: 6.1, 6.2, 6.4, 6.5
Chapter 7 has 10 lessons. Allow for 3 days of assessment (review, assess and post assessment review). **14 School days** are allotted to complete the chapter on Fraction Equivalence and Comparison
Possible Accommodations:
 Extend lessons: 7.1, 7.7, 7.8, 7.10 Merge Lessons: 7.3&7.4

Common Core Learning Standards

UNIT 6

4.NF.1 Extend understanding of fraction equivalence and ordering.

Explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{n \times a}{n \times b}$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

4.NF.2 Extend understanding of fraction equivalence and ordering.

Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Common Core Learning Standards

UNIT 7

4.NF.3 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.

c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.

d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

TARGET GOALS

- Monitor student progress with Online Computer Programs: Reflex and I Ready
- How do you add or subtract fractions that have the same denominator?
- How do you multiply fractions by whole numbers?

Fourth Grade Go Math Planning Calendar

March 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
				Chapter 7: Add and Subtract Fractions		
4	5	6	7	8	9	10
	Chapter 7: Add and Subtract Fractions					
11	12	13	14	15 Parent Teacher Conferences Half Day	16	17
	Chapter 7: Add and Subtract Fractions				Chapter 8: Multiply Fractions by Whole Numbers	
18	19	20	21	22 Chapter 7 Due!	23	24
	Chapter 8: Multiply Fractions by Whole Numbers					
25	26	27	28	29	30 NO SCHOOL	31
	Chapter 8: Multiply Fractions by Whole Numbers			Catch Up Day	SPRING RECESS	

Due Dates

Go Math Chapter 7 Completed and Scanned by March 22, 2018

Notes and Accommodations

Chapter 7 has 10 lessons. Allow for **3 days of assessment** (review, assess and post assessment review). **14 School days** are allotted to complete the chapter on Adding and subtracting Fractions
Possible Accommodations:
 Extend lessons: 7.1, 7.7, 7.8, 7.10 Merge Lessons: 7.3&7.4

Chapter 8 has 5 lessons. Allow for **3 days of assessment** (review, assess and post assessment review). **9 School days** are allotted to complete the chapter on Multiplying Fractions by Whole Numbers
Possible Accommodations:
 Extend lessons: 8.2, 8.3, 9.4, 8.5

Common Core Learning Standards**UNIT 7**

4.NF.3 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

- Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
- Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.
- Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.
- Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

Common Core Learning Standards**UNIT 8**

4.NF.4 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

- Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.
- Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)
- Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.

TARGET GOALS

- Monitor student progress with Online Computer Programs: Reflex and I Ready
- How can you record decimal notation for fractions, and compare decimal fractions?
- How can you measure angles and solve problems involving angle measures?

Fourth Grade Go Math Planning Calendar April 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 NO SCHOOL	3 NO SCHOOL	4 NO SCHOOL	5 NO SCHOOL	6 NO SCHOOL	7
	Spring Recess	Spring Recess	Spring Recess	Spring Recess	Spring Recess	
8	9 Chapter 8 Due!	10	11	12	13	14
	Chapter 9: Relate Fractions and Decimals		NYS ELA EXAM	NYS ELA EXAM	NYS ELA EXAM	
15	16	17	18	19	20	21
	Chapter 9: Relate Fractions and Decimals					
22	23	24	25	26	27	28
	Chapter 9: Relate Fractions and Decimals				Chapter 11: Angles	
29	30					
	Chapter 11: Angles					

Due Dates

Go Math Chapter 8 Completed and Scanned by April 9, 2018

Notes and Accommodations

Chapter 9 has 7 lessons. Allow for **3 days of assessment** (review, assess and post assessment review). **11 School days** are allotted to complete the chapter on Relating Fractions and Decimals
Possible Accommodations:
 Extend lessons: 9.1, 9.2, 9.3, 9.7 Merge Lessons: 9.1&9.2, 9.4&9.5
Chapter 11 has 5 lessons. Allow for **3 days of assessment** (review, assess and post assessment review). **9 School days** are allotted to complete the chapter on Angles
Possible Accommodations:
 Merge Lessons: 11.1&11.2

Common Core Learning Standards

Unit 9

4.NF.5 Understand decimal notation for fractions, and compare decimal fractions.
 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.
 4.NF.6 Understand decimal notation for fractions, and compare decimal fractions.
 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.
 4.NF.7 Understand decimal notation for fractions, and compare decimal fractions.
 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions
 4.MD.2 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

Common Core Learning Standards

Unit 11

4.MD.5 Geometric measurement: understand concepts of angle and measure angles.
 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
 A. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.
 B. An angle that turns through non-degree angles is said to have an angle measure of n degrees.
 4.MD.6 Geometric measurement: understand concepts of angle and measure angles.
 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
 4.MD.7 Geometric measurement: understand concepts of angle and measure angles.
 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems

TARGET GOALS

- Monitor student progress with Online Computer Programs: Reflex and I Ready
- How can you measure angles and solve problems involving angle measures?
- How can you use relative sizes of measurements to solve problems and to generate measurement tables that show a relationship?

Fourth Grade Go Math Planning Calendar May 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3 Chapter 9 Due!	4	5
		NYS Math Exam	NYS Math Exam	NYS Math Exam	Chapter 11: Angles	
6	7	8	9	10	11	12
	Chapter 11: Angles					
13	14	15	16	17	18	19
	Chapter 11: Angles	Chapter 12: Relative Sizes of Measurement Units				
20	21 Chapter 11 Due!	22	23 Parent Teacher Conferences	24	25	26
	Chapter 12: Relative Sizes of Measurement Units					
27	28 NO SCHOOL	29	30	31		
	Memorial Day	Chapter 12: Relative Sizes of Measurement Units				

Due Dates

Go Math Chapter 9 Completed and Scanned by May 3, 2018
Go Math Chapter 11 Completed and Scanned by May 21, 2018

Notes and Accommodations

Chapter 11 has 5 lessons. Allow for 3 days of assessment (review, assess and post assessment review). 9 School days are allotted to complete the chapter on Angles
Possible Accommodations:
Merge Lessons: 11.1&11.2
Chapter 12 has 11 lessons. 12 School days are allotted to complete the chapter on Relative Sizes of Measurement Units. Do Not use Chapter Assessment! Skip Chapter 12 Assessment as all standards will be assessed on the End of Year Math Test.

Common Core Learning Standards

Unit 11

4.MD.5 Geometric measurement: understand concepts of angle and measure angles.
Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:
A. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.
B. An angle that turns through non-degree angles is said to have an angle measure of n degrees.
4.MD.6 Geometric measurement: understand concepts of angle and measure angles.
Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
4.MD.7 Geometric measurement: understand concepts of angle and measure angles.
Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems

Common Core Learning Standards

Unit 12

4.MD.1 Understand decimal notation for fractions, and compare decimal fractions.
Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table
4.MD.2 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
4.MD.4 Represent and interpret data.
Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.

TARGET GOALS

- Reflect on student mastery. Review necessary standards and topics to prepare for Fifth Grade
- How can you use relative sizes of measurements to solve problems and to generate measurement tables that show a relationship?

Fourth Grade Go Math Planning Calendar

June 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
					End of Year Review	
3	4	5	6	7 NO STUDENTS	8	9
	End of Year Review	End of Year Assessment	End of Year Assessment	Chancellor's Conference Day	End of Year Post Assessment Review	
10	11 NO STUDENTS	12 EOY DUE!	13	14	15 NO SCHOOL	16
	Clerical Day	Prepare for 5 th Grade			Eid al-Fitr	
17	18	19	20	21	22	23
	Prepare for 5 th Grade					
24	25	26	27	28	29	30
		LAST DAY OF SCHOOL				

Due Dates

End of Year Completed and Scanned by June 12, 2018

Notes and Accommodations

Chapter 12 has 11 lessons. 12 School days are allotted to complete the chapter on Relative Sizes of Measurement Units. **Do Not** use Chapter Assessment! Skip Chapter 12 Assessment as all standards will be assessed on the End of Year Math Test.

Common Core Learning Standards**Unit 12**

4.MD.1 Understand decimal notation for fractions, and compare decimal fractions.

Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table

4.MD.2 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

4.MD.4 Represent and interpret data.

Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.